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Ed 702.22

Wiki Assignment #1

Define “Action Research”

Action Research is defined as learning by doing, which means to identify the problem, to do something resolve it, to see the results and to try again if the outcomes were not correct or unsatisfactory. Action Research differs from other research studies by involving the researcher into the study and the can agree or disagree with the results of the research.

Problem:

How to Develop Balanced Biliteracy in Language Minority Students

Defining the problem:

To learn English and to maintain proficiency in Spanish are great advantages of the Latino culture. Our schools and classrooms reflect a multicultural society where most language minority children face the problem of losing their linguistic and cultural identity. By the end of elementary school, most language minority students do not posses balanced biliteracy. The purpose of this research is to find out why minority language students do not develop both languages equally and what strategies can be used to help minority language to reach biliteracy.

Prior research:

Ambert, Alba (1988-1990). Bilingual Education and English as a Second Language: a research handbook, 1988-1990. Morales-Nadal, Milga. “Literature and the Language Minority Child: A Multicultural Perspective” Publisher: Garland Pub., 1991.

Ruiz, Richard (1984). Orientations in Language Planning. NABE: The Journal for the National Association for Bilingual Education, v8 n2 p15-34 Win 1984. ERIC # EJ307292, from <http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=EJ307292&ERICExtSearch_SearchType_0=no&accno=EJ307292>

Current Instructional Strategies:

Thomas, Wayne P.; Collier, Virginia P. (1997). School Effectiveness for Language Minority Students. NCBE Resource Collection Series, No. 9. December, 1997. ERIC # ED436087, from

<http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED436087&ERICExtSearch_SearchType_0=no&accno=ED436087>

University of Michigan (2005). **AC213 Introduction to Latina/o Studies: Alternatives to Bilingual Education, from** <http://www.umich.edu/~ac213/student_projects05/be/alternatives.html>

Practitioners/Theorists:

Cummins (1978, 2000a, 2000b) Language Developmental Interdependence Hypothesis.

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Reflection #2

How important is the literature review and assessing prior research, theorists, and current instructional strategies?

The literature review is a summary of relevant literature that it is used in a research. The review provides readers with an idea of what the article, book, or research paper is about. To have a background of the literature to be used it is important and a time saving tool, it helps to determine which article will be helpful to use as a supportive material for the new study and there is no need to read the whole article or book to find out if it is going to be helpful or not.

It is very important to cite different researchers and theorists because it makes your own research more reliable; those theorists and researchers might have similar opinions that could support your topic. By citing what more knowledgeable people had said about the topic will give the research a stronger view.

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Wiki Assignment #2

**Annotated Bibliography**

**Ada, Alma Flor. Biliteracy for Personal Growth and Social Participation.**

Alma Flor Ada is a professor Emerita at the University of San Francisco, an advocate of bilingual education. She is the author of more than 200 books for children, young readers, adult novels and educational materials. She has been recognized as a leading mentor in Transformative Education. In this article, she refers to the oppression of the native language and culture in many different schools and the importance of maintaining cultural identification in order to gain social representation and power. She also mentions how to organize the curriculum and the learning environment in order to facilitate growth in literacy in both Spanish and English.

**Ada, Alma Flor. Language Development and Cultural Awareness through Children’s Literature.**

The author stresses the importance of children’s heritage and language in order to amplify children’s vocabulary and bring new linguistic patterns into the process of language learning. The author provides us with ideas for integrating language minority children’s literature in the classroom. The article is written in Spanish.

**Cooper, David J. and Kiger, Nancy D. Literacy: Helping Children Construct Meaning.**

This textbook is a resource for teachers to help them do an effective job in helping children become literate. It focuses on standards, literacy models, strategies, and also on how to support struggling readers. It provides an outline that will help teachers to make decisions about what children need in order to plan instruction and intervention programs.

**Mercado, Carmen I. Native and Second Language Literacy: The Promise of a New Decade.**

Carmen Mercado is a faculty member at Hunter College of the City University of New York. Mercado was an elementary teacher at one of the first dual language elementary school in the Bronx.

In this article, she presents some research on the development of native and second language literacy in bilingual students. The author discusses what is to be biliterate and what are the most effective conditions used to teach bilingual students to read and write.

**Morales-Nadal, Milga. Literature and the Language Minority Child: A Multicultural Perspective.**

Milga Morales-Nadal is Assistant Professor of Education at Brooklyn College at CUNY, and supervisor of the students in the department’s Bilingual Teacher Education Program. Prof. Morales-Nadal has presented papers on researches that involved different approaches to inclusive and multicultural education, bilingual education, and cultural and linguistic factors in assessing students in ESL programs.

In this article, she addresses the importance of using different approaches to increase language competence and also the importance of multicultural literature to empower language minority students through meaningful literature.